Green Park Village Primary Academy

Pupil Premium Strategy

2020/2021

Reviewed February 2021- in light of remote learning requirement due to COVID-19 pandemic

Pupil premium strategy statement

School overview

Metric	Data
School name	**Green Park Village primary Academy**
Pupils in school	32 children- February 2021 update
Proportion of disadvantaged pupils	4 children- 13%
Pupil premium allocation this academic year	4x £1345 = **£5380**
Academic year or years covered by statement	2020/2021- first year of opening
Publish date	October 2020- reviewed February 2021 reviewed August 2021
Review date	Review- July 2021
Statement authorised by	Gemma Jackson
Pupil premium lead	Gemma Jackson
Governor lead	Gavin O'Meara

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	n/a	n/a
Progress in Writing	n/a	n/a
Progress in Mathematics	n/a	n/a
Phonics	• All PP children to be making expected progress from baseline assessment; • Targeted children to meet ARE with accelerated progress through receipt of Quality Additional Teaching	July 2021
CLL	• All PP children to be making expected progressed from baseline assessment;	July 2021

	• Targeted children to meet ARE with accelerated progress through receipt of Quality Additional Teaching	
Quality of feedback	Revised January 2021 following school monitoring of Reading records and Tapestry, online learning journal: • All PP children to have a daily school observation posted on Tapestry; • All PP children to have a bespoke or intervention follow up activity on Tapestry for parents to work on at home- posted on a weekly basis; • All PP children to have a school recorded entry in their Reading Record (or Tapestry)- on a daily basis.	July 2021
Other- Attendance	• All PP children to be attending school at 97% attendance or above; • All PP children to be punctual in attending school; • No PP children to be a Persistent Absentee (<90% attendance).	July 2021
Other- parental engagement	• All PP children's parents to attend parent/ teacher meeting (3x per year) and SEND reviews, where appropriate (1 child); Revised January 2021 following school monitoring of Reading records and Tapestry, online learning journal: • All PP children's parents to regularly record reading in their child's Reading Record; • All PP children's parents to regularly record observations on/ respond to school team's observations- Tapestry.	July 2021

Teaching priorities for current academic year

Measure	Activity
Quality of the teaching of early reading and phonics	• Differentiated groups for phonics inputs- three-way differentiation • Following the 'Staple Diet' (REAch2)- CPD and work booklets provided by REAch2

	• Phonics progression texts, supplemented by non phonics levelled texts to support wider comprehension • Frequent story-telling throughout the day, using high quality texts (non reading scheme) • Talk for Writing approach to teaching writing, linked to reading process • Inside and outside reading areas, containing quality texts • Targeted QAT groups for phonics and reading, including challenging the most able
Barriers to learning these priorities address	• Access to quality models of language • Assess to examples of wider range of quality texts • Phonics training for new to REAch2 staff x2
Projected spending	*Main budget/ set up budget*

Targeted academic support for current academic year

Measure	Activity
Quality of interaction and feedback on learning	• Targeted approach linked to children's interests for all areas of learning- *e.g. dinosaurs, animals* • Bespoke activities set through Tapestry for learning at home- revised February 2021 • One to one reading in school for all PP children on a daily basis- revised February 2021 • Phonics support- differentiated groups for main input (QFT) and additional group sessions (QAT)
Address gaps in learning through QAT and the recovery curriculum	• Target QAT through targeted interventions based on baseline and ongoing assessment • Talk Boost priority for those children with CLL needs
Barriers to learning these priorities address	• Accessibility to resources at home • Parental engagement/ capacity to read with their child at home • CLL needs
Projected spending	**Reviewed** **£5180**

Wider strategies for current academic year

Measure	Activity
Parental engagement	• Additional monitoring by school team under vulnerable pupil meetings

	• Additional check ins with families • Additional guidance and encouragement to engage with reading at home and recording observations on Tapestry
Attendance	• Review by Safeguarding Team on weekly basis
Access to learning and school activities	• School purchasing of logo uniform items • School subsidy for visits or visitors- paused due to COVID-19 ongoing restrictions
Barriers to learning these priorities address	• Enabling access to all of school life • Supporting parental engagement and capacity
Projected spending	Reviewed- **£200 uniform**

Monitoring and Implementation reviewed February 2021 reviewed August 2021

Area	Challenge	Mitigating action
Teaching 75% met GLD- see data below	• At time of review (January 2021) 22 children remote learning and 10 children in school, of which 2 children are PP • 4 of 4 PP children attending school from Term 4; 2 of 4 PP children participated in remote learning during Term 3	• All children in targeted live online or face to face groups for phonics • All children remote learning receive 4 live sessions of teaching input per day • All children participate in full timetable- to enable full teacher interaction in the afternoons, all PP children attending full time on site form Term 4.
Targeted support All support implemented	• Reading and phonics intervention continued within live intervention sessions and follow activities. • Follow up activity completion is more variable.	• Assessment on return to school for those (2) remote learning • All 4 children in school from Term 4
Wider strategies Attendance Term 5 = 97.6% see data below	• Attendance is not an issue for the whole cohort and thus is not an issue for PP children. • All 4 children in receipt of PP attend school (or remote learning) regularly. • Punctuality is good for all children. • Persistent Absenteeism is not an issue	• No mitigation- attendance to on site or live teaching is 100% (outside of medical) in Term 3

Review: last year's aims and outcomes

Not applicable as the school opened in September 2020 as a new free school academy.

Review August 2021:

All intended activities/ actions implemented, apart from:

<mark>School subsidy for visits or visitors- paused due to COVID-19 ongoing restrictions</mark>

Outcomes:

1 of 4 PP is SEND with a ASC diagnosis- this child did not meet ELG for Speaking, Moving and Handling, Reading, Writing, Number and Shape, Space and Measures. However met for high intervention areas of Listening and Attention, Understanding, Health and Self Care and Managing Feelings.

3 of 4 PP met ELG for all areas.

EYFS12 | Good Level of Development Tracking
Reception | Summer End of Term | All Pupils

Report Description:
This report displays the number and percentage of pupils achieving their expectations for GLD Aspects. This is grouped by key contextual groups.
There is an option to drill down in the report (+) which will show individual pupil's attainment within the Summer End of Term and a Mode (Most frequent result) column based on the number of aspects displayed.

		Communication and Language			Physical Development		Personal, Social and Emotional Development			Literacy		Mathematics		
		Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self-Care	Self-Confidence and Self-Awareness	Managing Feelings and Behaviour	Making Relationships	Reading	Writing	Numbers	Shape, Space and Measures	On Track for GLD
Reception	(+)	86.2% (25/29)	96.6% (28/29)	82.8% (24/29)	86.2% (25/29)	93.1% (27/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	86.2% (25/29)	72.4%
Boys	(+)	69.2% (9/13)	92.3% (12/13)	61.5% (8/13)	84.6% (11/13)	84.6% (11/13)	76.9% (10/13)	69.2% (9/13)	76.9% (10/13)	84.6% (11/13)	76.9% (10/13)	84.6% (11/13)	84.6% (11/13)	61.5%
Girls	(+)	100.0% (16/16)	100.0% (16/16)	100.0% (16/16)	87.5% (14/16)	100.0% (16/16)	87.5% (14/16)	87.5% (14/16)	87.5% (14/16)	81.3% (13/16)	81.3% (13/16)	81.3% (13/16)	87.5% (14/16)	81.3%
Disadvantaged	(+)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0%
Non Disadvantaged	(+)	84.0% (21/25)	96.0% (24/25)	84.0% (21/25)	88.0% (22/25)	92.0% (23/25)	80.0% (20/25)	76.0% (19/25)	80.0% (20/25)	84.0% (21/25)	80.0% (20/25)	84.0% (21/25)	88.0% (22/25)	72.0%
FSM	(+)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0%
Non FSM	(+)	84.0% (21/25)	96.0% (24/25)	84.0% (21/25)	88.0% (22/25)	92.0% (23/25)	80.0% (20/25)	76.0% (19/25)	80.0% (20/25)	84.0% (21/25)	80.0% (20/25)	84.0% (21/25)	88.0% (22/25)	72.0%
Non In Care	(+)	86.2% (25/29)	96.6% (28/29)	82.8% (24/29)	86.2% (25/29)	93.1% (27/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	86.2% (25/29)	72.4%
Non Ever InCare	(+)	86.2% (25/29)	96.6% (28/29)	82.8% (24/29)	86.2% (25/29)	93.1% (27/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	86.2% (25/29)	72.4%
Pupil Premium	(+)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0%
Non Pupil Premium	(+)	84.0% (21/25)	96.0% (24/25)	84.0% (21/25)	88.0% (22/25)	92.0% (23/25)	80.0% (20/25)	76.0% (19/25)	80.0% (20/25)	84.0% (21/25)	80.0% (20/25)	84.0% (21/25)	88.0% (22/25)	72.0%
Non Service Child	(+)	86.2% (25/29)	96.6% (28/29)	82.8% (24/29)	86.2% (25/29)	93.1% (27/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	86.2% (25/29)	72.4%
SEN	(+)	25.0% (1/4)	75.0% (3/4)	0.0% (0/4)	50.0% (2/4)	50.0% (2/4)	50.0% (2/4)	25.0% (1/4)	50.0% (2/4)	50.0% (2/4)	25.0% (1/4)	50.0% (2/4)	50.0% (2/4)	0%
Non SEN	(+)	96.0% (24/25)	100.0% (25/25)	96.0% (24/25)	92.0% (23/25)	100.0% (25/25)	88.0% (22/25)	88.0% (22/25)	88.0% (22/25)	88.0% (22/25)	88.0% (22/25)	88.0% (22/25)	92.0% (23/25)	84.0%
EAL	(+)	81.3% (13/16)	93.8% (15/16)	81.3% (13/16)	93.8% (15/16)	93.8% (15/16)	87.5% (14/16)	81.3% (13/16)	87.5% (14/16)	87.5% (14/16)	87.5% (14/16)	87.5% (14/16)	93.8% (15/16)	75.0%
Non EAL	(+)	92.3% (12/13)	100.0% (13/13)	84.6% (11/13)	76.9% (10/13)	92.3% (12/13)	76.9% (10/13)	76.9% (10/13)	76.9% (10/13)	76.9% (10/13)	69.2% (9/13)	76.9% (10/13)	76.9% (10/13)	69.2%
BME	(+)	83.3% (20/24)	95.8% (23/24)	83.3% (20/24)	95.8% (23/24)	91.7% (22/24)	87.5% (21/24)	83.3% (20/24)	87.5% (21/24)	91.7% (22/24)	87.5% (21/24)	91.7% (22/24)	95.8% (23/24)	79.2%

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Green Park Village Primary Academy

OTrack
Bespoke Pupil Tracking

Report generated on 24/06/2021

Attendance:

Attendance of PP cohort was above attendance of cohort:

	Year to end of Term 5
Cohort	96.8%
Statutory age	97.2%
PP	97.6%
SEND	97.3%
Key worker guardian	98.1%
In year admission	94.3%
EAL	95.7%